



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

5000 W. Arivaca Road, Amado, AZ 85645

Sahuarita Unified District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

Elementary Achievement Profile (a)

2005-06 Performing Plus
2004-05 Underperforming
2003-04 Performing

(a) For additional information, please refer to Achievement Profiles Page near end of document.

School Overview

Principal/Administrator : Ms. Maribel Lopez
Schedule : 07:30 AM to 04:00 PM
Grades : Pre-K-6
Web Address : sahuarita.k12.az.us
Phone Number : (520) 625-3502
Fax Number : (520) 398-2024
E-mail : mlopez1@sahuarita.k12.az.us

Mission

Building Mission Statement: Sopori Elementary School will provide the highest quality education for all students to reach their maximum potential by using all resources available to the district and by providing a safe environment conducive to learning.

No Child Left Behind

Adequate Yearly Progress (b)

2005-06 Met
2004-05 Met
2003-04 Met

School Improvement Status (b)

2005-06 N/A
2004-05 N/A
2003-04 N/A

(b) For additional information, please refer to the AYP page in this report card.

School / Academic Goals

- ü The students will receive instruction in the Arizona Academic Standards.
- ü The students will receive instruction based on their individual academic needs.
- ü Individual students will make one year of academic growth each year they are a Sopori student.
- ü Through the Reading First Program all K-3 students will reach their goal to read at grade level by 2009.

Enrollment

October 1, 2005 School Year Student Enrollment : 204
Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
Number of Students Attending Under Open Enrollment in 2005-06 : 17

Instructional Programs

- Ü Integrated Core Instruction
- Ü On-site Special Education
- Ü ELL
- Ü Computer Lab
- Ü Physical Education
- Ü General Music
- Ü Even Start Program

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	5 hours 40 minutes
First Day of School :	8/9/2005
Last Day of School :	5/25/2006

Shared Responsibilities

School

Monthly newsletter is published and sent home with each child. Newsletters are also available to the general public upon request. Quarterly grade reports are sent home following each reporting period. Parent conferences are held twice a year.

Parents

Parents are expected to participate in their child's education by responding to any contact from the school; attending parent-teacher conferences; assisting with their child's homework.

Transportation Policy

Sahuarita Unified School District No. 30 encompasses 606 square miles. Ninety percent of the enrollment are transported daily. Sahuarita Unified School District provides the transportation services of the Sahuarita District.

School Honors

Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
Ü Vistation Site for the ITI Model K-3	1999

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	36	256	80010	100	100	99	434	447	447	3	5	10	39	22	18	53	59	53	6	14	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	20	123	38935	100	100	99	437	443	447	5	7	9	35	22	19	50	61	55	10	11	17
Male	16	132	40974	100	99	98	431	451	448	NA	3	11	44	22	18	56	57	52	NA	18	19
African American	NC	NC	4201	NC	NC	99	NC	NC	430	NC	NC	17	NC	NC	23	NC	NC	51	NC	NC	9
Hispanic	26	150	34545	100	100	99	432	437	432	4	7	14	35	28	24	54	58	53	8	7	9
Asian/Pacific Islander	--	NC	2068	--	NC	99	--	NC	474	--	NC	4	--	NC	10	--	NC	50	--	NC	36
American Indian/Alaskan Native	--	NC	3979	--	NC	96	--	NC	424	--	NC	17	--	NC	30	--	NC	47	--	NC	6
White	NC	94	35142	NC	100	99	NC	465	465	NC	2	5	NC	11	11	NC	61	56	NC	27	28
Students with Disabilities	NC	26	10161	NC	93	93	NC	411	419	NC	31	28	NC	38	28	NC	27	36	NC	4	8
Students without Disabilities	34	230	69849	100	100	100	436	451	451	3	2	7	35	20	17	56	63	56	6	16	19
Limited English Proficient Students	NC	17	14013	NC	100	97	NC	418	413	NC	18	24	NC	24	34	NC	59	39	NC	NA	3
Migrant Students	--	--	603	--	--	96	--	--	417	--	--	22	--	--	32	--	--	42	--	--	4
Economically Disadvantaged	28	115	39029	97	99	98	434	431	432	NA	5	14	39	34	25	54	57	52	7	3	9
Non-Economically Disadvantaged	NC	141	40981	NC	100	100	NC	460	462	NC	4	6	NC	12	13	NC	60	54	NC	23	27

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	36	256	79438	100	100	98	444	452	451	3	5	9	39	29	24	47	58	56	11	8	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	20	123	38775	100	100	99	454	454	457	NA	6	7	35	25	22	50	62	58	15	7	13
Male	16	132	40560	100	99	97	431	450	446	6	5	12	44	32	25	44	55	54	6	9	9
African American	NC	NC	4178	NC	NC	98	NC	NC	439	NC	NC	13	NC	NC	29	NC	NC	52	NC	NC	6
Hispanic	26	150	34297	100	100	98	440	444	434	4	7	14	38	35	31	50	53	50	8	5	5
Asian/Pacific Islander	--	NC	2063	--	NC	99	--	NC	475	--	NC	3	--	NC	15	--	NC	63	--	NC	20
American Indian/Alaskan Native	--	NC	3940	--	NC	95	--	NC	429	--	NC	14	--	NC	36	--	NC	47	--	NC	3
White	NC	94	34887	NC	100	98	NC	466	471	NC	3	4	NC	16	15	NC	67	63	NC	14	18
Students with Disabilities	NC	26	9588	NC	93	88	NC	407	416	NC	38	30	NC	31	32	NC	31	34	NC	NA	5
Students without Disabilities	34	230	69850	100	100	100	447	457	456	NA	1	7	38	28	23	50	61	59	12	9	12
Limited English Proficient Students	NC	17	13856	NC	100	96	NC	409	407	NC	18	27	NC	53	43	NC	29	29	NC	NA	1
Migrant Students	--	--	600	--	--	96	--	--	418	--	--	22	--	--	38	--	--	39	--	--	2
Economically Disadvantaged	28	115	38685	97	99	97	444	436	435	NA	6	14	43	43	32	46	47	50	11	3	5
Non-Economically Disadvantaged	NC	141	40753	NC	100	99	NC	465	467	NC	4	5	NC	16	16	NC	67	62	NC	12	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	36	256	79971	100	100	99	408	427	423	6	4	8	64	45	41	31	50	49	NA	1	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	20	123	38974	100	100	99	428	437	437	NA	3	5	55	33	33	45	61	57	NA	2	4
Male	16	132	40895	100	99	98	383	419	410	13	5	10	75	55	47	13	41	41	NA	NA	2
African American	NC	NC	4203	NC	NC	99	NC	NC	411	NC	NC	11	NC	NC	45	NC	NC	43	NC	NC	2
Hispanic	26	149	34481	100	99	99	399	426	410	8	3	10	69	49	46	23	46	43	NA	1	1
Asian/Pacific Islander	--	NC	2067	--	NC	99	--	NC	449	--	NC	4	--	NC	28	--	NC	60	--	NC	8
American Indian/Alaskan Native	--	NC	3995	--	NC	96	--	NC	409	--	NC	10	--	NC	47	--	NC	42	--	NC	1
White	NC	95	35150	NC	100	99	NC	430	437	NC	5	5	NC	37	35	NC	57	56	NC	1	5
Students with Disabilities	NC	27	10258	NC	96	94	NC	376	377	NC	15	23	NC	59	51	NC	26	25	NC	NA	1
Students without Disabilities	34	229	69713	100	100	100	411	433	429	6	3	5	62	43	39	32	53	52	NA	1	3
Limited English Proficient Students	NC	17	13985	NC	100	97	NC	389	382	NC	18	18	NC	53	54	NC	29	27	NC	NA	0
Migrant Students	--	--	608	--	--	97	--	--	389	--	--	16	--	--	50	--	--	33	--	--	0
Economically Disadvantaged	28	114	38994	97	98	98	406	418	409	7	4	10	64	52	47	29	44	41	NA	NA	1
Non-Economically Disadvantaged	NC	142	40977	NC	100	100	NC	434	437	NC	4	5	NC	39	34	NC	56	56	NC	2	5

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

4th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	32	299	80147	97	99	99	470	471	482	9	13	11	22	21	17	59	51	49	9	16	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	13	160	39281	100	100	99	462	470	483	15	14	9	23	18	17	54	53	50	8	16	24
Male	19	139	40780	95	99	98	476	471	482	5	12	12	21	24	17	63	49	48	11	16	24
African American	--	12	4249	--	100	99	--	474	464	--	NA	17	--	42	22	--	42	48	--	17	13
Hispanic	24	145	33494	100	99	99	469	463	466	13	17	15	21	26	23	58	46	49	8	12	14
Asian/Pacific Islander	--	NC	2103	--	NC	99	--	NC	515	--	NC	4	--	NC	8	--	NC	44	--	NC	45
American Indian/Alaskan Native	--	NC	4117	--	NC	96	--	NC	456	--	NC	19	--	NC	27	--	NC	46	--	NC	8
White	NC	133	36122	NC	99	99	NC	480	501	NC	9	5	NC	14	10	NC	57	50	NC	20	35
Students with Disabilities	NC	45	10295	NC	100	92	NC	427	443	NC	42	33	NC	24	26	NC	31	33	NC	2	8
Students without Disabilities	23	254	69852	96	99	100	482	478	488	NA	7	7	22	20	16	65	54	51	13	18	26
Limited English Proficient Students	NC	28	12722	NC	97	97	NC	434	441	NC	39	27	NC	21	33	NC	36	37	NC	4	3
Migrant Students	--	--	622	--	--	97	--	--	454	--	--	19	--	--	30	--	--	43	--	--	8
Economically Disadvantaged	25	134	38371	96	98	97	466	458	465	12	22	15	28	23	23	52	42	49	8	13	13
Non-Economically Disadvantaged	NC	165	41776	NC	100	100	NC	481	498	NC	5	6	NC	19	11	NC	58	49	NC	18	33

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	33	299	79686	100	99	98	452	464	470	12	13	11	36	25	24	52	56	57	NA	6	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	13	159	39163	100	99	99	448	468	475	15	10	9	38	24	22	46	60	60	NA	6	10
Male	20	140	40438	100	99	97	455	460	465	10	16	13	35	26	25	55	52	54	NA	6	7
African American	--	12	4228	--	100	98	--	459	458	--	NA	15	--	50	28	--	50	53	--	NA	4
Hispanic	25	146	33299	100	100	98	448	455	452	12	16	17	44	28	32	44	52	47	NA	4	3
Asian/Pacific Islander	--	NC	2097	--	NC	99	--	NC	490	--	NC	5	--	NC	13	--	NC	68	--	NC	14
American Indian/Alaskan Native	--	NC	4087	--	NC	96	--	NC	446	--	NC	16	--	NC	38	--	NC	44	--	NC	2
White	NC	132	35914	NC	99	98	NC	474	489	NC	11	5	NC	18	15	NC	63	67	NC	8	14
Students with Disabilities	NC	45	9808	NC	100	87	NC	418	432	NC	44	35	NC	33	32	NC	20	30	NC	2	3
Students without Disabilities	24	254	69878	100	99	100	466	472	475	NA	7	8	33	24	23	67	63	61	NA	7	9
Limited English Proficient Students	NC	28	12594	NC	97	96	NC	417	422	NC	43	34	NC	39	45	NC	18	21	NC	NA	0
Migrant Students	--	--	611	--	--	95	--	--	439	--	--	22	--	--	39	--	--	37	--	--	2
Economically Disadvantaged	26	134	38095	100	98	97	446	447	452	15	22	17	42	30	32	42	44	48	NA	4	3
Non-Economically Disadvantaged	NC	165	41591	NC	100	99	NC	477	486	NC	5	6	NC	21	16	NC	66	65	NC	8	13

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	33	300	80372	100	100	99	448	468	475	NA	4	4	55	33	30	45	62	64	NA	1	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	13	160	39452	100	100	99	454	479	488	NA	3	3	46	28	22	54	69	72	NA	1	3
Male	20	140	40836	100	99	98	445	454	464	NA	4	6	60	40	37	40	55	56	NA	1	1
African American	--	12	4264	--	100	99	--	474	465	--	NA	5	--	17	35	--	83	59	--	NA	1
Hispanic	25	146	33608	100	100	99	445	464	462	NA	3	6	60	40	36	40	55	57	NA	1	1
Asian/Pacific Islander	--	NC	2098	--	NC	99	--	NC	500	--	NC	2	--	NC	16	--	NC	75	--	NC	7
American Indian/Alaskan Native	--	NC	4128	--	NC	97	--	NC	464	--	NC	4	--	NC	39	--	NC	56	--	NC	1
White	NC	133	36213	NC	99	99	NC	471	489	NC	5	2	NC	27	22	NC	68	72	NC	1	3
Students with Disabilities	NC	45	10526	NC	100	94	NC	405	427	NC	13	15	NC	71	53	NC	13	31	NC	2	1
Students without Disabilities	24	255	69846	100	100	100	465	478	482	NA	2	3	38	27	26	63	71	69	NA	0	2
Limited English Proficient Students	NC	28	12747	NC	97	97	NC	432	432	NC	11	12	NC	64	52	NC	25	36	NC	NA	0
Migrant Students	--	--	621	--	--	97	--	--	452	--	--	9	--	--	40	--	--	51	--	--	0
Economically Disadvantaged	26	135	38521	100	99	98	447	454	461	NA	5	6	58	42	38	42	52	55	NA	1	1
Non-Economically Disadvantaged	NC	165	41851	NC	100	100	NC	478	489	NC	2	3	NC	26	22	NC	71	72	NC	1	4

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	33	290	79306	100	100	99	510	511	504	15	10	13	15	17	20	48	54	49	21	19	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	13	135	38845	100	100	99	512	508	505	15	10	11	8	13	20	46	62	50	31	14	18
Male	20	155	40383	100	100	98	509	514	504	15	10	14	20	20	19	50	48	47	15	23	19
African American	--	11	4171	--	100	98	--	521	485	--	NA	20	--	36	26	--	36	44	--	27	10
Hispanic	18	141	32673	100	99	99	502	492	487	17	15	18	22	23	25	39	52	46	22	10	10
Asian/Pacific Islander	--	NC	2147	--	NC	99	--	NC	539	--	NC	5	--	NC	10	--	NC	46	--	NC	40
American Indian/Alaskan Native	--	NC	4034	--	NC	97	--	NC	479	--	NC	22	--	NC	29	--	NC	43	--	NC	7
White	15	131	36234	100	100	99	520	528	523	13	6	6	7	10	13	60	58	52	20	26	28
Students with Disabilities	NC	58	10286	NC	100	91	NC	465	462	NC	36	41	NC	31	27	NC	26	27	NC	7	5
Students without Disabilities	26	232	69020	100	100	100	526	522	510	4	3	9	12	13	18	58	62	52	27	22	21
Limited English Proficient Students	NC	23	10291	NC	100	96	NC	449	458	NC	48	38	NC	35	34	NC	17	26	NC	NA	2
Migrant Students	--	--	630	--	--	95	--	--	478	--	--	24	--	--	27	--	--	43	--	--	6
Economically Disadvantaged	20	117	37437	95	98	97	505	490	486	15	19	19	20	22	26	45	50	46	20	9	9
Non-Economically Disadvantaged	13	173	41869	100	100	100	518	525	521	15	4	7	8	13	14	54	58	51	23	25	27

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	33	290	79000	100	100	98	487	489	489	15	13	10	18	18	24	58	60	58	9	9	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	13	135	38774	100	100	99	482	490	494	8	10	7	31	16	22	62	67	61	NA	7	10
Male	20	155	40150	100	100	98	490	488	485	20	15	12	10	20	25	55	54	55	15	11	8
African American	--	11	4153	--	100	98	--	495	476	--	NA	13	--	36	30	--	45	53	--	18	4
Hispanic	18	141	32508	100	99	98	474	472	472	22	21	15	17	22	33	61	53	49	NA	4	3
Asian/Pacific Islander	--	NC	2142	--	NC	99	--	NC	510	--	NC	4	--	NC	14	--	NC	67	--	NC	16
American Indian/Alaskan Native	--	NC	4016	--	NC	96	--	NC	467	--	NC	14	--	NC	37	--	NC	46	--	NC	2
White	15	131	36135	100	100	98	501	505	508	7	5	4	20	14	14	53	67	67	20	14	15
Students with Disabilities	NC	58	9991	NC	100	88	NC	444	449	NC	43	33	NC	29	36	NC	26	29	NC	2	2
Students without Disabilities	26	232	69009	100	100	100	499	500	495	8	5	6	15	16	22	65	69	62	12	11	10
Limited English Proficient Students	NC	23	10199	NC	100	95	NC	424	439	NC	65	35	NC	26	47	NC	9	18	NC	NA	0
Migrant Students	--	--	629	--	--	95	--	--	457	--	--	22	--	--	41	--	--	37	--	--	1
Economically Disadvantaged	20	117	37234	95	98	97	481	468	472	15	21	15	20	29	33	60	47	50	5	3	3
Non-Economically Disadvantaged	13	173	41766	100	100	99	496	503	505	15	8	5	15	11	16	54	69	65	15	13	14

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	32	289	79611	97	100	99	505	511	496	NA	3	7	41	29	37	59	68	56	NA	0	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	13	135	39016	100	100	99	515	519	511	NA	4	4	31	20	29	69	75	66	NA	1	1
Male	19	154	40519	95	99	98	498	505	482	NA	2	10	47	36	44	53	62	46	NA	NA	0
African American	--	11	4188	--	100	98	--	501	486	--	9	9	--	27	40	--	64	50	--	NA	0
Hispanic	17	140	32855	94	98	99	501	504	481	NA	4	10	47	35	43	53	61	47	NA	1	0
Asian/Pacific Islander	--	NC	2149	--	NC	100	--	NC	519	--	NC	4	--	NC	24	--	NC	70	--	NC	2
American Indian/Alaskan Native	--	NC	3992	--	NC	96	--	NC	478	--	NC	10	--	NC	46	--	NC	44	--	NC	0
White	15	131	36380	100	100	99	509	518	511	NA	2	4	33	23	30	67	75	65	NA	NA	1
Students with Disabilities	NC	58	10664	NC	100	94	NC	456	440	NC	16	23	NC	57	54	NC	28	22	NC	NA	1
Students without Disabilities	25	231	68947	96	100	100	513	525	504	NA	NA	4	28	22	34	72	78	61	NA	0	1
Limited English Proficient Students	NC	23	10362	NC	100	97	NC	458	438	NC	13	22	NC	57	57	NC	30	21	NC	NA	NA
Migrant Students	--	--	636	--	--	96	--	--	467	--	--	14	--	--	47	--	--	38	--	--	0
Economically Disadvantaged	19	116	37626	90	97	98	500	495	479	NA	5	10	47	40	45	53	54	45	NA	1	0
Non-Economically Disadvantaged	13	173	41985	100	100	100	513	523	511	NA	2	4	31	21	30	69	77	65	NA	NA	1

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

6th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	--	296	79327	--	100	98	--	535	518	--	11	19	--	17	20	--	49	46	--	23	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	--	138	38961	--	99	98	--	537	520	--	9	16	--	18	20	--	49	48	--	25	16
Male	--	158	40295	--	100	97	--	533	516	--	13	21	--	16	19	--	49	44	--	22	16
African American	--	NC	4247	--	NC	98	--	NC	499	--	NC	27	--	NC	24	--	NC	41	--	NC	8
Hispanic	--	135	32327	--	100	98	--	510	499	--	16	27	--	26	25	--	47	41	--	10	8
Asian/Pacific Islander	--	NC	1939	--	NC	99	--	NC	556	--	NC	6	--	NC	10	--	NC	47	--	NC	36
American Indian/Alaskan Native	--	NC	4391	--	NC	96	--	NC	489	--	NC	32	--	NC	27	--	NC	36	--	NC	4
White	--	140	36373	--	100	98	--	552	538	--	6	10	--	10	14	--	51	52	--	32	25
Students with Disabilities	--	41	9321	--	100	87	--	481	467	--	44	54	--	24	22	--	24	21	--	7	3
Students without Disabilities	--	255	70006	--	100	100	--	543	524	--	5	14	--	16	19	--	53	49	--	26	18
Limited English Proficient Students	--	20	9431	--	100	95	--	474	466	--	35	53	--	45	27	--	20	18	--	NA	1
Migrant Students	--	--	635	--	--	94	--	--	488	--	--	31	--	--	29	--	--	36	--	--	4
Economically Disadvantaged	--	129	37097	--	100	97	--	513	498	--	19	27	--	22	25	--	49	41	--	11	7
Non-Economically Disadvantaged	--	167	42230	--	99	99	--	551	535	--	5	11	--	13	15	--	49	50	--	33	24

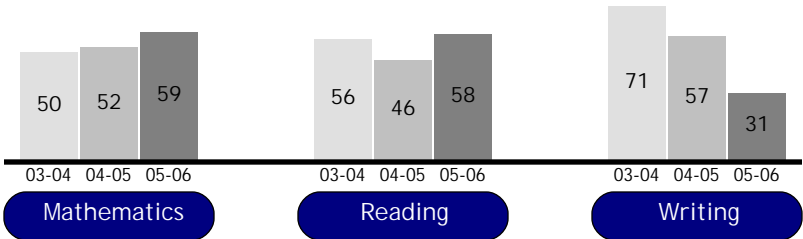
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	--	296	79501	--	100	98	--	501	497	--	8	10	--	27	25	--	60	60	--	5	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	--	138	39062	--	99	99	--	508	502	--	6	8	--	25	23	--	59	64	--	10	5
Male	--	158	40368	--	100	98	--	494	491	--	9	13	--	28	27	--	61	57	--	1	3
African American	--	NC	4279	--	NC	99	--	NC	485	--	NC	14	--	NC	30	--	NC	54	--	NC	2
Hispanic	--	135	32389	--	100	98	--	483	478	--	12	16	--	39	34	--	47	48	--	1	1
Asian/Pacific Islander	--	NC	1936	--	NC	99	--	NC	519	--	NC	3	--	NC	14	--	NC	73	--	NC	9
American Indian/Alaskan Native	--	NC	4401	--	NC	96	--	NC	473	--	NC	17	--	NC	40	--	NC	43	--	NC	1
White	--	140	36446	--	100	99	--	515	516	--	5	4	--	16	15	--	71	73	--	8	7
Students with Disabilities	--	41	9411	--	100	88	--	456	453	--	39	36	--	34	36	--	27	26	--	NA	1
Students without Disabilities	--	255	70090	--	100	100	--	507	502	--	3	7	--	25	24	--	65	65	--	6	5
Limited English Proficient Students	--	20	9401	--	100	94	--	442	443	--	35	40	--	55	46	--	10	14	--	NA	0
Migrant Students	--	--	642	--	--	95	--	--	465	--	--	24	--	--	41	--	--	35	--	--	0
Economically Disadvantaged	--	129	37183	--	100	97	--	481	479	--	13	16	--	37	34	--	48	49	--	2	1
Non-Economically Disadvantaged	--	167	42318	--	99	99	--	516	513	--	4	5	--	19	17	--	69	70	--	8	7

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	--	288	80000	--	97	99	--	580	564	--	NA	3	--	8	11	--	80	75	--	12	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	--	137	39288	--	98	99	--	596	579	--	NA	2	--	3	6	--	78	77	--	19	16
Male	--	151	40644	--	96	98	--	565	549	--	NA	4	--	13	15	--	82	74	--	5	7
African American	--	NC	4307	--	NC	99	--	NC	551	--	NC	4	--	NC	13	--	NC	75	--	NC	7
Hispanic	--	132	32672	--	98	99	--	570	548	--	NA	4	--	10	14	--	83	76	--	7	6
Asian/Pacific Islander	--	NC	1945	--	NC	99	--	NC	592	--	NC	1	--	NC	4	--	NC	69	--	NC	25
American Indian/Alaskan Native	--	NC	4424	--	NC	97	--	NC	549	--	NC	3	--	NC	14	--	NC	77	--	NC	5
White	--	135	36602	--	96	99	--	587	579	--	NA	2	--	7	7	--	79	75	--	15	16
Students with Disabilities	--	35	9919	--	85	93	--	523	505	--	NA	9	--	40	35	--	60	54	--	NA	2
Students without Disabilities	--	253	70081	--	99	100	--	587	571	--	NA	2	--	4	7	--	83	79	--	13	12
Limited English Proficient Students	--	19	9571	--	95	96	--	543	502	--	NA	10	--	21	29	--	79	60	--	NA	1
Migrant Students	--	--	654	--	--	97	--	--	534	--	--	7	--	--	16	--	--	74	--	--	3
Economically Disadvantaged	--	124	37534	--	96	98	--	557	547	--	NA	4	--	15	15	--	81	76	--	3	5
Non-Economically Disadvantaged	--	164	42466	--	98	100	--	597	578	--	NA	2	--	2	7	--	79	75	--	18	16

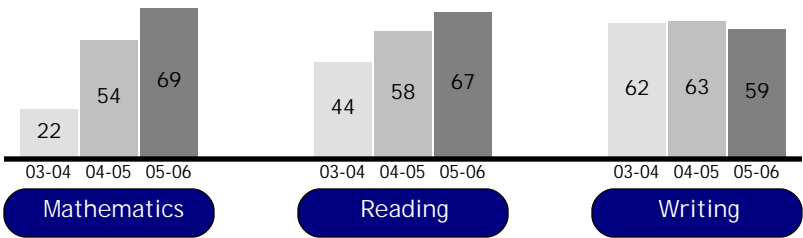
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

3rd Grade Proficiency



5th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	85	63	NA	58	100	35	47	47	100	41	50	46
	Language	92	44	36	50	100	41	50	47	100	54	58	48
	Mathematics	97	54	45	64	100	40	47	50	100	41	58	52
3	Reading	100	57	NA	55	100	44	42	44	100	39	43	46
	Language	100	68	60	61	100	40	44	44	100	35	43	46
	Mathematics	100	67	58	61	100	40	45	51	100	39	50	52
4	Reading	95	47	NA	56	100	42	45	48	100	37	44	52
	Language	98	47	44	52	100	41	48	49	100	39	44	52
	Mathematics	98	57	49	61	100	43	46	53	100	44	48	58
5	Reading	92	38	NA	55	100	44	49	50	100	52	56	56
	Language	92	44	46	49	100	47	50	50	100	48	52	54
	Mathematics	95	45	60	63	100	40	45	49	100	48	52	52
6	Reading	--	--	NA	56	--	--	57	51	--	--	54	56
	Language	--	--	64	48	--	--	50	47	--	--	48	50
	Mathematics	--	--	85	66	--	--	60	52	--	--	61	58

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at www.ade.az.gov/standards/

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

Sopori Elementary School

School Site Council

Council Composition

- 1 School Administrator(s)
- 1 Non-certified Employee(s)
- 2 Teacher(s)
- 2 Parent(s)
- 1 Community Member(s)
- 6 Student(s)

Council Duties

- ü School Safety Issues
- ü Parent/Educator Relations
- ü Extracurricular Activities
- ü Student Discipline
- ü Curriculum Development
- ü Textbook Selection

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	21.00
Other Professional Staff	1.00	Teacher Aide	4.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	2	0	0	0
4 to 6 years	2	0	0	0
7 to 9 years	1	1	0	0
10 or more years	15	8	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	91
Teachers with Emergency Certification.	2
Percent of teachers in the school with Emergency/Provisional Certification	9%
Percent of core classes not taught by Highly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- ü Computer Lab
- ü Internet Access in all Classrooms
- ü Library/Media Center
- ü Multipurpose Room w/ Performance Stage

Extracurricular Activities

Social Services

- ü Recreational Activities
- ü Counseling Services
- ü Health Services

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü Standardized test scores from AIMS and Stanford Nine continue to show steady growth in academic achievement.
- ü Implementation of the Arizona Academic Standards in the areas of language arts, mathematics and reading at all grade levels.

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	94	95	94	95
Promotion Rate ⁵	92	89	88	73
Graduation Rate ⁶	NA	NA	NA	81

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

Sopori Elementary School promotes a non-threatening environment by incorporating Lifelong Guidelines and Life Skills into the classroom instructional program. The D.A.R.E. program is provided to the fifth grade. The D.A.R.E. Officer is a resource for all grades.

Total number of incidents that occurred on the school grounds for school year 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

1

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	Maribel Lopez	(520) 625-3502
Transportation Policy	Fred Huff	(520) 625-3502
Community Resources	Barbara Smith	(520) 648-7071
School Nutrition Programs	Alice Sanchez	(520) 625-3502
Parent Organization	Audrey Reida	(520) 625-3505
Student Health/Nurse	Sandra Echave	(520) 625-3502

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

6 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/researchpolicy/grad.

Printed in Phoenix, Arizona, by the Arizona Department of Education. December 2006

Total cost of printing: 16 Pages X .0243 Per page X 255 Copies = \$99.00

** If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

** Due to booklet size printing, print copies are produced in multiples of 4.